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ABSTRACT

Over the past decade, university-based outreach programs, established under the Title VI Higher Education Act in National Centers for Foreign Language and International Studies, have offered a variety of services to schools, community groups, the media, and other colleges and universities. Those outreach programs working in elementary and secondary education have focused on: (1) inservice teacher education; (2) evaluation and development of teaching materials; (3) planning overseas experiences for teachers and administrators; and (4) consultations with publishers. Funding for such programs is difficult to find, but private funding sources, federal grants, and user fees have been valuable financial support. The future of the program depends on strong and continued federal support. Recommendations, in the form of a long-range agenda for program directors and coordinators, are made for strengthening and improving outreach programs. Appended is a list of contacts in the National Resource Centers for: (1) Africa; (2) East Asia; (3) Inner Asia; (4) South Asia; (5) Southeast Asia; (6) Pacific Islands; (7) Canada; (8) East Europe and USSR; (9) Western Europe; (10) International Studies; (11) Latin America; and (12) Middle East. (JD)

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History of Outreach in National Centers for Foreign Languages and International Studies

Marylee Wiley

After Sputnik was launched in 1957, the Congress of the United States was shocked into responding to the need for national support of international studies and foreign language education in our universities. The National Defense Education Act (NDEA) established the first centers in 1958 which have not reached nearly 90 in number, encompassing all geographic regions of the world and including several issue or topic oriented centers.

Universities with faculty and library strength in less commonly taught languages and in world area studies compete for these grants, now ranging between $120,000 and 150,000 per center. Most of the grants are used to develop research libraries, to support faculty research and teaching and to aid graduate students in foreign language and area studies.

In the early 1970s, the U.S. Office of Education, taking its lead from centers such as the African Studies Center at the University of Wisconsin, Madison, made it mandatory for all NDEA Centers to undertake some form of public service, called outreach, to disseminate knowledge generated by the centers.

Outreach Positions Established

A scramble began as centers were forced to give evidence of outreach activities equivalent in cost to fiteen percent of the basic center federal grant. Some centers thrust the responsibility for outreach on assistant directors, already burdened with time-consumed duties of receiving foreign visitors, writing grant proposals and verifying administrative data for federal reports; some hired graduate students part time, some sub-contracted their outreach work to persons already involved in area studies public service, such as one East Asian Center which supports an educational program of the Children's Museum in Boston. Others hired full time coordinators for outreach programs. These persons have usually been women, and a few have had public school teaching experiences.

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Young male graduates of world area academic programs who have not pursued college teaching careers also have been designated responsible for outreach, either full time, or as part of their greater responsibilities in administration of the center. Outreach positions are not on tenure track in most universities and job security is slim, especially given the vulnerability of Title VI funds. In 1970, former President Nixon wanted to cut the Title VI funding to nil. In 1982, President Reagan wanted to cut the centers from $28 million to $8 million. Given the uncertainly of these soft monies, few outreach coordinators are primary bread-winners in a family unit. Those who have been hired in outreach positions where it provides the first income have sought more secure posts within the university administration or in other colleges when openings arise in the person's field of academic training. Outreach positions have been serving as temporary posts for young academics who, quite understandably, prefer to exercise their knowledge in a challenging academic setting.

Not only are outreach positions not secure, but they have been until recently quite low-paid. This factor has contributed to the short terms of outreach coordinators who sought positions elsewhere, particularly in the past before the current economic crisis in academia which now precludes such mobility. These circumstances combined to create conditions in which there were frequent changes in outreach personnel. These changes disrupted outreach program development. Those centers with the strongest outreach programs, particularly ones in K-12 education where continuity is important, have been the centers with the fewest changes in outreach staff.

Funding for Outreach

In 1980, the requirement of committing the equivalent of fifteen percent of the federal budget to outreach was deleted from the federal guidelines. Dr. Schneider, staff officer for the centers' program in the

U.S.D.E. says that reported expenditures for outreach have increased since the mandatory amount was dropped. However, many if not most centers continue to allocate as little as possible to outreach work becuase it is so diffuse and of little apparent value to these centers of graduate specialized training. Given the tight money supply these days, the centers' priorities of teaching and research are requiring more of each year's slimmer budgets. If libraries become deficient, centers lose their standing in the national competition. If publications are not maintained and faculty positions supported by soft money are not continued, the ranking of that center goes down. When that happens, the center may lose its grant entirely. It is clear to see why outreach is a vulnerable line item in a center budget.

Center directors and outreach coordinatros have turned to other sources of funding for outreach programs. In the mid 1970's, the University of Illinois garnered a quarter of a million dollars from the National Endowment for the Humanities for a three year multi-state teacher inservice and summer workshop program. The Middle East centers have received funds from oil company foundations to support their outreach work in serving the business community and to subsidize their national newsletter.

Many centers have received grants from the Foreign Curriculum Consultant and Group Projects Abroad programs in the U.S.D.E. These grants, which require matching funds, have been of very valuable support to outreach programs serving the K-12 community.

Universities, particularly those with strong land grant philosophies, support outreach work by providing salaries and program funds to supplement centers' budgets. In some instances, total outreach expenditures surpass the former goal of fifteen percent. This is not, however, usually the case!

Several centers have procured funds from state councils for the humanities and arts, and some have benefitted from federal funds administered through

the states such as the monies designated for curriculum improvement through the Elementary and Secondary Education Act, Title IV C.

Others serving K-12 teachers' needs have been successful in charging users' fees to recover costs for summer workshops and inservice programs. Likewise, businesses have been charged fees for benefits they have derived from faculty and staff briefings and symposia designed to address business interests.

Scope of Outreach Work

This paper emphasizes the variety of work done in K-12 education, but many centers have focussed their outreach work elesewhere.

1. Business

   Mention has been made of services rendered to the business community. These have included seminars with small business people interested in markets in other world areas, briefing for business people and their families about the history and culture of the region to which they have been assigned by their companies, and language training for American employees working overseas.

2. Community Organizations

   Outreach to community organization and agencies continues to be a significant portion of some centers' outreach activities. These services have included programs on world areas and issues for churches, men's and women's associations, prisons, homes for the elderly, hospitals, and so forth.

3. Media

   New media, television, radio, and films, are important shapers of public opinion about other world areas and peoples. Centers have planned

specific seminars for persons working in the media to share the latest scholarship with these key people who make daily decisions about what the public will learn of foreign areas. Evaluations of media used at all levels to teach about world areas have been made by many world area centers. Expert faculty, students and users of the films and tapes have reviewed them for bias, misinformation, misperceptions, appropriate use, and so on.

4. Other Institution of Higher Learning

Some Title VI centers concentrate their outreach effort in serving the needs and interests of area studies scholars in other colleges and universities who do not have ready access to adequate libraries, travel assistance to professional meetings, or opportunities to hear experts in the field. Title VI centers have allocated outreach funds to serve these needs and to share resource people and films with other collegiate level institutions.

5. Publishers and Producers

Publishing houses and film producers producing K-12 teaching materials have begun to utilize Title VI outreach coordinator and center faculty to revise and rewrite textbooks, to produce new films, and to update entries in encyclopaedias. Compton's, for example, has issued a contract with one Title VI center to rewrite completely the entries on Africa. In five or ten years' time, when the schools of the nation have replaced their old encyclopaedias, the junior high teacher can send their pupils off to the library to write reports on African countries knowing that their information will be accurate. The photos of the bizarre and exotic, the out-of-date terminology of "tribe" and "primitive" will no longer plague the pages of this ubiquitous reference work. The battle which teachers wage against stereotypical attitudes brought by learners to the study of people of other cultures will be

strengthened rather than weakened by the local reference shelf. This single contribution by a Title VI center may have more wide-ranging impact on public perceptions of Africa than more time-consuming and labor-intensive work in inservice workshops with teachers and community leaders.

6. K-12 Education

"Sputnik" in Russian means "fellow traveler," a term which has shed its 1950's connotation and acquired a new, positive meaning among global educators. We are all "fellow travelers" on spaceship earth, and our common fate is in the hands of educators and politicians who mold our national and international policies. Twenty-five years after the launching of Sputnik, we as educators are called upon to set an agenda for the next quarter century which will assure the survival and well-being of the spaceship earth and its inhabitants.

Outreach programs at Title VI centers, both those which are focused on geographic areas and those on world issues must continue to increase their responsibility in this agenda-setting process. To date, their educational work has concentrated on inservice work with teachers, evaluation of teaching materials, development of lessons, units and syllabi for teaching about world areas, planning of overseas experiences for teachers and administrators and consultation with publishers of educational materials.

These kinds of outreach in schools have been undertaken with teachers at all levels of the K-12 system as well as with media specialists, multicultural education coordinators and other administrators in positions of influence as agents of change in the K-12 system. Consulting with the national publishers has developed in recent years and has resulted in higher quality textbooks from an international perspective. D.C. Heath has commissioned an outreach coordinator at Boston to rewrite the Africa sections

of one of their senior high textbooks. Other publishers have utilized the area specialists in Asian, Middle Eastern and Canadian studies. Improvements in the educational materials utilized by millions of students and teachers will contribute to our national collective knowledge and understanding of other cultures and should aid in developing national and international policies which will benefit our spaceship earth.

Title VI outreach is not limited to the social studies. Effective work has been accomplised with education in the humanities, in understanding and appreciating the arts, history, literature and cultures of other people. Music and art teachers can find good teaching materials from outreach resource centers for several world areas. Language teachers can utilize the teaching resources and expertise of centers and, frequently, can locate foreign students to invite to their classrooms. This is especially true for Spanish teachers utilizing Latin American studies centers, and French teachers with an interest in francophone Africa and Asia. Home economics and physical education teachers can find ample resources for internationalizing their curriculum too.

Teaching materials have been reviewed, evaluated by all world area centers, and many guides for evaluation and reviews of print and media materials have been published. These are available from the outreach committees of the area studies national associations and from some of the Title VI outreach centers. (A list of the current centers is attached.)

Summer seminars abroad have been organized by Title VI centers to benefit educators seeking first hand experience in a foreign country. The Group Projects Abroad program of the United States Department of Education supports 25-30 of these study seminar each year. Careful preparation for the overseas

experience includes orientation periods on the campuses of the centers sponsoring the seminar. Extensive follow-up work in curriculum improvement and inservice education is expected from each participant in order to maximize the impact of the opportunity upon return to the local community.

Some Title VI outreach coordinators have faculty appointments in colleges of education within their universities and, therefore, have opportunities to work with preservice teachers in training. This pattern is not widespread, but it can give access to courses where international studies are appropriate but absent, allowing the outreach coordinator to introduce an international view or component to existing preservice courses. In some cases, graduate courses are offered in global education, and outreach coordinators can team teach these classes with other college faculty or can serve as guest lecturers in the courses. Some outreach coordinators have worked with practice teachers in their weekly seminars and discussions which are supervised by college faculty.

Summary

Title VI outreach programs are ten years old. They vary in their services to schools, community groups, the media, other colleges and universities. Those outreach programs working in K-12 education have focused their efforts on inservice education and evaluation and development of teaching materials. Title VI outreach programs are gaining recognition by publishers of educational materials who utilize the centers' expertise in area and international studies.

As this recognition and growth continue, outreach programs in Title VI centers strengthen their position in the total center program. Their future, however, depends on the strength and continued federal support for the national resource centers.

Five to Ten Year Agenda

1. Title VI outreach coordinators should increase their collaborative efforts with persons in global education who are based in colleges of education and in educational agencies, such as Global Perspectives in Education (GPE), the National Council for the Social Studies (NCSS), and the American Council on Teaching Foreign Languages (ACTFL). Mutuality in goals and complementarity in subject matter make this a priority for educators committed to international, foreign language and global education.
2. Title VI outreach programs should be planned with a national agenda in mind. Currently some outreach coordinators meet briefly every other year, and little coordination of effort is accomplished. Priorities should be set for tasks undertaken and centers should work collaboratively to achieve these objectives.
3. Outreach programs should expand their constituencies to include all disciplines and all grade levels. Too frequently, area studies inservice work attracts primarily social studies teachers and elementary teachers whose teaching programs are flexible enough to permit the inclusion of a well-planned area studies unit.
4. Participants in workshops, summer seminars, within the country and abroad, should produce lessons, units, and curricula which are shared directly with the appropriate national profession organization, (GPE, ACTFL, NCSS, NCTE, etc.) which, in turn, should evaluate these products in a systematic way and publicize selected ones in their national journals and newsletters. Currently, there is a plethora of materials, but little critical evaluation.

5. More Title VI outreach coordinators who have knowledge of a foreign language should work with language teachers, locally and nationally, to increase the cultural content of foreign language classes, especially the content about areas of the world outside of Europe.

6. Title VI outreach coordinators should expand their work with multi-cultural school consultants and specialized teachers to increase the quality and quantity of knowledge about the cultural heritage of those world regions from which our nation's people come. Global education can grow well from a firm domestic multi-cultural base.

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May, 1982

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Title VI, Higher Education Act
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September 1981

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